

Modern Journal of Social Sciences and Humanities
ISSN: 2795-4846 **Vol. 4 (2022)**
https://mjssh.academicjournal.io/index.php/mjssh

DEVELOPMENT OF THE GRAMMATIC STRUCTURE OF SPEECH OF PRESCHOOL CHILDREN

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Annotation: the article deals with the development of the grammatical structure of the speech of preschool children. There is a scientific definition of the term grammar. The grammatical concepts studied in each age group of preschool education organizations are discussed.

Keywords: education, preschool education, child, grammar, language skills.

The term "grammar" is used in linguistics in two meanings: firstly, it denotes the grammatical structure of the language, secondly, science, a set of rules for changing words and combining them in a sentence, and in kindergarten, learning the grammatical structure of the language with children. Grammar, according to K.D. Ushinsky, the logic of language. Each form in grammar expresses some general meaning. In children who learn grammar purely practically, thinking is simultaneously formed. This is the greatest significance of grammar in the development of the child's speech and psyche. Assimilation by children of the grammatical structure of speech occurs gradually, by imitation. When forming grammatically correct speech of children, one should distinguish between work on its morphological and syntactic side. Morphology studies the grammatical properties of a word, its forms, syntax - phrases and sentences.

The timely formation of the grammatical structure of the child's language is the most important condition for his full-fledged speech and general mental development, since language and speech perform a leading function in the development of thinking and speech communication, in planning and organizing the child's activities, self-organization of behavior, and the formation of social ties. Language and speech are the main means of manifestation of the most important mental processes - memory, perception, emotions. Mastering the grammatical structure of the language is carried out on the basis of cognitive development, in connection with the development of objective actions, games, labor and other types of children's activities mediated by the word, in communication with adults and children. The sources and factors of the development of the child's language and its grammatical structure are diverse, and, accordingly, the pedagogical conditions, means and forms of pedagogical influence are diverse.

The formation of the grammatical structure of the child's language is a "spontaneous" (A.V. Zaporozhets) process; the child "extracts" the language, its grammatical system from the facts of perceived speech, in which the language performs a communicative function and is not presented systematically.

The formation of the grammatical structure of a language proceeds in the general course of speech (language) development, and the forms and methods of pedagogical guidance should take into account the phased nature of general speech development, primarily the stages of the formation of speech forms, the transition from a preverbal semantic system to situational, phrasal involuntary speech.

Management of grammatical development should be carried out primarily through the organization of special joint activities with adults, through the communication of the child with the teacher and other children. Such communication can unfold in the form of verbal interaction between two interlocutors (dialogue), but it can also take group forms (polylogue). Depending on the age, the forms of organization of communication change.

Different aspects of the grammatical structure of the language - synthesis, morphology, word formation - the child learns in different ways, and at each age level, one thing comes to the fore. So, the system of inflection - the rules of declension and conjugation, the variety of grammatical forms of words, children master mainly at a younger, middle preschool age. In the older groups, the task of mastering the traditional, "irregular" forms of changing all the words included in the child's active vocabulary comes to the fore.

The methods of word formation are mastered by children later than the methods of skills and abilities occur in the middle and senior groups, but a critical attitude towards their actions, an accurate knowledge of the norms of word formation in children is only beginning to take shape in the preparatory group.

The sequence of formation of the grammatical side of the language is due to its structure, as well as traditional ways of organizing children's play, practical and cognitive activities; forms of cooperation, communication of the child with others. However, the personal experience of children is very different, and this leads to a wide variety of individual characteristics of speech development. At the first stages of the development of the grammatical structure of speech, the child, first of all, is given the task of understanding the meaning of what was said (for example, focusing on the ending of a noun, to distinguish where there is one object and where there are many). The next task is to use one or another grammatical tool in your own speech, to speak the way others say. More difficult is to independently form the form of a new word by analogy with a familiar word. And a completely different, even more difficult task is to assess the grammatical correctness of speech, to determine whether it is possible or not to say so. But due to the fact that in each age group the level of speech development of children is not the same and differs within very wide limits, it is necessary to provide for the solution of these and other tasks by children.

Assimilation by children of the grammatical structure of speech by age.

1 junior group.

In the third year of life, grammatical forms appear in the child's speech, expressing his attitude to objects, space and time. As a rule, the genitive case appears first, then the dative, instrumental, prepositional. Phrases become verbose, subordinate clauses, connecting conjunctions and pronouns appear. Children often ask the question: “What is this?”. The child is able to recognize and name familiar objects shown in the picture, to name actions (“The dog is running”), but detailed phrases, as a rule, are far from always correct.

Although the child correctly connects words into sentences, agrees on them in gender and number, but often at the same time makes mistakes in case endings. He distinguishes and correctly uses the verbs of the present and past tenses. The children's answers consist mainly of simple sentences, but more and more additions appear (“The boy is sitting on a chair”).

Children also use complex sentences, at first complex, and by the end of the year even complex sentences, although the latter are still very rarely used. By the end of the year, the child masters to such an extent that he can freely talk about what he saw, what he learned from adults, but his speech is still situational.

To teach children, according to the verbal instructions of the teacher, to find objects by color, size (“Bring a red cube”), to distinguish their location (“Put next”).

Use nouns denoting the names of vehicles, plants, vegetables, fruits, pets and their babies; verbs denoting some labor actions; adjectives denoting the size, color, taste of objects; adverbs (close - far; low - high; fast - slow; dark - light; good - bad).

Learn to coordinate nouns and pronouns with past tense verbs, make phrases of 3-4 words. Answer teacher questions.

2 junior group.

This is the age of “why”, endless questions. The child's speech improves.

The fourth year of life is marked by new achievements in the development of the child. He begins to express the simplest “judgments about the objects and phenomena of the reality surrounding him, to establish the relationship between them, to draw conclusions. In the speech of children of this age, in addition to nouns and verbs, other parts of speech are increasingly common: pronouns, adverbs, numerals, adjectives appear, indicating abstract signs and qualities of objects (cold, hot, good, hard). The child begins to use prepositions and conjunctions more widely. By the end of the year, they often use possessive adjectives in their speech (daddy's chair, mother's jacket).

Simultaneously with the enrichment of the vocabulary, children more intensively master the grammatical structure of speech. They increasingly answer questions from adults with detailed phrases consisting of 4 or more words, simple common sentences predominate in his speech, but there are also compound and complex sentences. The sentences use homogeneous members (“Tanya and Sveta are sitting here”), nouns and plural verbs. At this age, children learn the comparative degree of adjectives and adverbs, short participles appear in speech. Children of this age make grammatical errors: they incorrectly agree on words, especially neuter nouns with adjectives; incorrectly use case endings (“Mom washes windows”); in the formation of the genitive case of nouns plural. the influence of the endings -ov, -ev on other declensions is noted (the pen is “manual”); there are frequent mistakes in the use of indeclinable nouns (“And the button on my “coat” came off); incorrect change in faces even of frequently used verbs. Some imperfections of phrasal speech are noted: the order of words in sentences is not always correct, the design of word connections is violated (“one wheel”).

Middle group.

By the age of 4-5, the baby masters cases, first genitive, then dative, instrumental, prepositional. There are verb tenses and verbose phrases, subordinate clauses, connecting conjunctions and pronouns. Children enjoy monologues. The second period of questions begins: "Why?" The fifth year of life is the final phase in the development of the language, but children's word creation is still ongoing. In the speech of children of this age, adjectives appear more and more often, which they use to designate the signs and qualities of objects, a reflection of temporal and spatial relationships (when determining the color, the child, in addition to the primary colors, names additional ones - blue, dark, orange), possessive adjectives begin to appear (fox tail, hare hut). Increasingly, the child uses adverbs, personal pronouns (the latter often act as subjects), complex prepositions (from under, around, etc.); collective nouns appear (dishes, clothes, furniture, vegetables, fruits), but the child still uses the latter very rarely. A four-year-old child constructs his statements from two or three or more simple common sentences; compound and complex sentences are used more often than at the previous age stage, but still rarely. At this age, children begin to master monologue speech. For the first time, sentences with homogeneous circumstances appear in their speech. They learn and correctly agree adjectives with nouns in oblique cases; use a more complicated and common phrase.

Senior group.

At this age stage, the improvement of all aspects of the child's speech continues. The phrase becomes more detailed, more precise statements. The child identifies essential features in objects and phenomena, but also begins to establish causal relationships between them, temporal and other relationships. In the sixth year, the child practically masters the grammatical system and uses it quite freely. Structurally, speech becomes much more complicated not only due to simple common

sentences, but also complex ones; the volume of statements increases. Less and less often, the child makes mistakes in the coordination of words, in the case endings of nouns and adjectives; often correctly uses the genitive plural of nouns. It easily forms nouns and other parts of speech with the help of suffixes, adjectives from nouns (the iron key is iron). In his speech, the child uses complex sentences, although some types of sentences still cause him difficulty. Prepositions and conjunctions are used in a wide variety of meanings. Able to establish and reflect cause-and-effect relationships in speech; generalize, analyze and systematize. However, grammatical errors are increasingly common in the speech of children: incorrect agreement of nouns with adjectives in oblique cases, incorrect formation of the genitive plural form of some nouns (“pears”, “trees”), change in cases of indeclinable nouns “There are standing on the “piano” clock"). Children develop a critical attitude towards their speech.

Preparatory group.

In quantitative and qualitative terms, the speech side of the speech of children of the seventh year of life reaches a high level. Characteristic is a differentiated approach to the designation of items (a truck and a passenger car, and not just a car; clothes, summer and winter shoes). The child more often begins to use abstract concepts in his speech, complex words (long-legged giraffe), use epithets, understand metaphors (the sea laughed). Children develop ideas about the ambiguity of words (clean shirt, clean air). The child understands and uses words with a figurative meaning in his speech, in the process of speaking he is able to quickly select synonyms that are most accurate: qualities, properties of objects, actions performed with them. He can accurately select words when comparing objects or phenomena, accurately selecting similarities and differences in them (as white as snow), increasingly uses complex sentences, uses participial and adverbial phrases. Correctly change and coordinate the words in the sentence; can form difficult grammatical forms of entities, adjectives, verbs.

A great influence on the formation of grammatically correct speech in children is exerted by the level of speech culture of adults, their ability to correctly use various forms and categories, and to correct the child's mistakes in a timely manner. In the process of verbal communication, children use both simple and complex sentences. To connect simple sentences, they use connecting, adversative and divisive conjunctions, sometimes they include participles and participles in complex sentences. At this age, children correctly coordinate words among themselves, use case endings. However, often instead of the exact name of objects, they give its description (“tree” instead of oak, spruce), sometimes verbs and other parts of speech are used inaccurately. Even by the time he enters school, his speech is not always flawless and grammatically correct. The reason is mainly the complexity of the grammatical system of the Russian language, the presence of many exceptions to the general rules that the child is not yet able to learn

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